



LOCAL PERKINS APPLICATION 2020-2024

Southwest Nebraska (Chase County) CONSORTIA

Chase County Schools
Medicine Valley Schools
Southwest Public Schools
Wauneta-Palisade Schools

OFFICE OF CAREER, TECHNICAL, AND ADULT EDUCATION

NEBRASKA DEPARTMENT OF EDUCATION

301 Centennial Mall South, Lincoln, NE



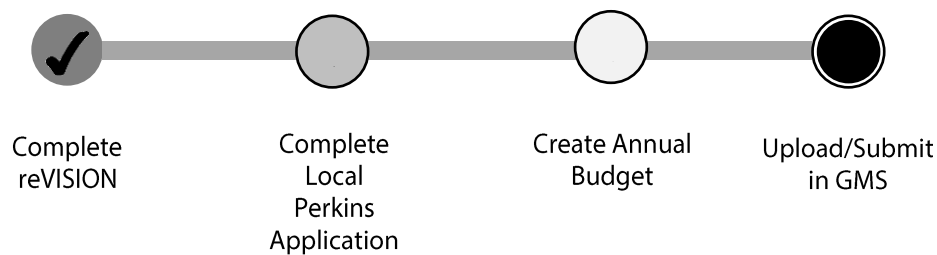
General Information

Nebraska has a vibrant economy with an array of promising career opportunities for its citizens. To take full advantage of the region's workforce options, students must be aware of the occupations that exist and earn the requisite secondary and postsecondary credentials to secure employment. Career and Technical Education (CTE) in Nebraska helps prepare students for postsecondary education and careers, both options and not one or the other.

The federal Strengthening Career and Technical Education for the 21st Century Act (Perkins V) provides resources to support educators in developing the academic, technical, and employability knowledge and skills of secondary and postsecondary education students enrolling in CTE programming.

This **Local Perkins Application** must be completed by all secondary and postsecondary (stand-alone and consortia) CTE providers seeking federal funding through Perkins V. Staff from the Office of Career, Technical, and Adult Education at the Nebraska Department of Education (NDE) have created this document to assist you in developing a strong application for Perkins V funding, one based on information that surfaced as part of your reVISION process.

The Local Perkins Application asks you to describe how your consortia will use federal funds to support schools in strengthening CTE programming and expand student access to CTE programs. Under Perkins V, each state is required to submit a four-year plan to the U.S. Department of Education, Office of Career, Technical, and Adult Education (OCTAE) covering the 2020-2024 academic years. Local CTE providers (districts, consortia, and community colleges) receiving a Perkins V grant allocation are also required to submit plans with the same timeline committed. Submission of this Local Perkins Application will fulfill that eligibility requirement.



The Local Perkins Application and Resources are available online at <https://www.education.ne.gov/nce/perkins-administration/>

Eligible Recipients

Under Perkins V, eligible recipients include local educational agencies, area career and technical education schools, educational service agencies, Indian Tribes, Tribal organizations, Tribal educational agencies, or a consortium eligible to receive assistance under section 131 of the Act, or, an eligible institution or consortium of eligible institutions eligible to receive assistance under section 132 of the Act.

Eligibility is contingent upon recipients' completion of the NDE's reVISION process, submission and approval of this Local Perkins Application and annual budgets, and the annual confirmation that CTE Essential Components are in place, which indicate CTE programs of are of sufficient size, scope, and quality to be effective and meet the needs of all learners.

A secondary school district must qualify for a minimum allocation of \$15,000 or join/form a consortium with other eligible recipients. A postsecondary institution must qualify for an allocation of \$50,000 or join/form a consortium with other eligible recipients.

School districts and community colleges will continue to use the NDE's web-based tool that indicates their intent to participate in Perkins funding each year and certify their Essential Components are in place. The implementation of the Essential Components will be verified through multiple means to ensure high-quality CTE programming (i.e. monitoring visits, risk analysis, annual reports).

Use of Funds

Under Perkins V, the allocation of resources must now be aligned with the results of the reVISION process. Specifically, funds must be spent "to develop, coordinate, implement, or improve career and technical education programs to meet the needs identified in [reVISION]."

In addition to the overall requirement that local funds be used to support CTE programs of sufficient size, scope and quality to be effective and meet the needs of all learners, the law requires the following uses of funds (throughout the duration of the four-year plan):

1. Provide career development activities through an organized, systematic framework;
2. Provide professional development for a wide variety of CTE professionals;
3. Provide within CTE the skills necessary to pursue high-skill, high-wage and high-demand industry sectors or occupations;
4. Support the integration of academic skills into CTE programs;
5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increased student achievement*; and
6. Develop and implement evaluations of the activities funded by Perkins.

**Key activities such as purchasing industry-grade equipment and supporting CTSOs, work-based learning, and dual-enrollment, among numerous others, are included under the elements that support the implementation of programs and programs of study.*

Visit the [Perkins Management Guide](#) for additional information about allowable uses of Perkins funds.

Timeline and Deadlines

- | | |
|--|--------------------------|
| • Annual Intent to Participate Due: | March |
| • Local Perkins Applications Due (2020-2024): | May 22, 2020 (tentative) |
| • Grant Award Notification for ¼ of annual allocation: | July 1 |
| • Grant Award for full annual allocation: | October 1 |
| • Annual Final Claims Due: | September 1 |

**Dates are subject to change. Please visit <https://www.education.ne.gov/nce/perkins-administration/> for updated information.*

Submission Information

Completed applications should be submitted and uploaded within the NDE's Grants Management System by May 22, 2020.

Application Elements

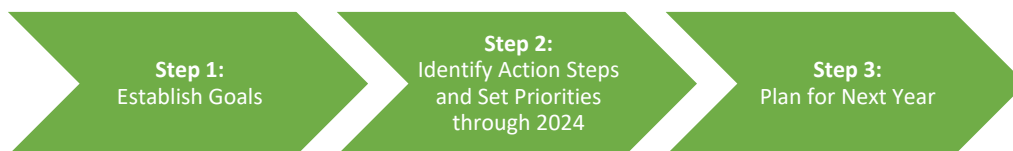
The following outline is provided to support eligible recipients as they develop their four-year Local Perkins Application.

- Section 1: reVISION Summary
- Section 2: Narrative Responses
- Section 3: Annual Budget Worksheet

This four-year Local Perkins Application only needs to be submitted **once**. For the remaining program years (2021- 2024), only progress, update, and annual budget information will be submitted to the NDE.

Going from reVISION to the Local Perkins Application

Creating and enhancing opportunities for all students requires foresight, careful planning, and targeted investment. To help your consortium determine where to begin and which action steps to approach first, it will be necessary to review the actions steps identified by each district and economic development region through the reVISION process (see Local and Regional CTE Assessments) and establish a set of high-priority, overarching goals. Multiple sources of information and other data from the reVISION process may need to be reviewed to accomplish this effectively.



Step 1: Establish Goals

Through active participation in the reVISION process, districts and education partners reviewed a number of different data elements (e.g. school faculty demographics, non-traditional student participation rates, CTE student performance data, etc.). Given these data, desired states and potential action steps were identified for each of the six required elements (at both the Local and Regional levels). Taking all of these desired states and action steps into consideration, identify a goal or set of goals your consortium might pursue to ensure high-quality CTE programming for member districts and their students.

Step 2: Identify Action Steps & Set Priorities

After careful review of the action steps already identified through reVISION, consider the following questions in relation to your overarching goals as identified above:

1. Which of the action steps identified are of highest priority?
2. Are all action steps equally likely to be achieved?
3. Which action steps might you seek to address in each of the application's four years, especially the first grant year (2020-2021)?

Based on all reflections throughout reVISION and in preparing this Local Perkins Application, prioritize the actions steps to be addressed under Perkins V that will help achieve the goals established for your consortium. Your consortium will be held accountable for working towards accomplishing these goals over the next four years to move the entire CTE system forward. You will have the opportunity to update and refine your goals and action steps throughout the four years of the plan.

Step 3: Plan for Next Year

After identifying the prioritized action steps your consortia will take to achieve your overarching goals, you will need to detail the related expenditures you seek Perkins funds to support for the upcoming academic year. Carefully review the required uses of Perkins funds along with the non-allowable uses of Perkins funds – both found on the Perkins Grants Management website:

<https://www.education.ne.gov/nce/perkins-administration/>. A budget template is provided to help gather and prepare the necessary information to enable quick and easy entry into the NDE's Grants Management Systems (GMS) Perkins Budget.



Helpful Tip

Ideally, the changes your consortium makes early on will form a foundation for subsequent work. You are encouraged to identify between 2-3 high priority action steps that the consortium and all participating districts agree to be held accountable for over the next four years which will produce measurable results.

Section 1: reVISION Summary

The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) requires each eligible Perkins recipient to complete a comprehensive local needs assessment. In Nebraska, this requirement will be met by participating in the reVISION process – Nebraska’s opportunity for schools and community colleges to analyze and transform their current CTE systems in order to improve their ability to educate a qualified workforce that meets industry needs within an ever-changing economy. Outcomes from reVISION will drive the development of this Local Perkins Application and all future spending decisions.

Consortium reVISION Summary. Considering each district’s Local CTE Assessment and the Regional CTE Assessment summary, briefly summarize the current state of each element and the overarching goals your consortium might pursue to support districts in strengthening the CTE programming for their students. These summaries will form the rationale for the action steps needed and use of Perkins funds in the next sections.

Element	Consortia’s Current State	Consortia’s Overarching Goal(s)
SAMPLE: Size, Scope, and Quality and Implementing CTE Programs of Study	<i>Most programs have the minimum SSQ components in place, though the following districts require updating of equipment to meet changing industry standards (district 1, district 2) in communication arts. While most districts within the consortium are confident in their local planning and selection of programs of study offered (validated through reVISION), the identification of new and emerging technologies and occupational projections necessitates a comprehensive and thorough review of programs and how each are being implemented throughout the consortium.</i>	<p><i>Within the next four years, CTE programs that are aligned with H3 occupations will be reviewed to ensure all equipment and resources are up-to-date and meet industry standards and expectations.</i></p> <p><i>Within the next four years, strategies will be developed to expand CTE program offering amongst consortia members, which includes professional development on program of study standards and the NDE’s Standards Implementation Framework.</i></p>

reVISION SUMMARY		
Element	Summary of Consortia’s Current State	Consortia’s Overarching Goal(s)
Career Development	<ol style="list-style-type: none"> 1. Continue to involve local business professionals in workplace and career awareness programs: guest speakers, career fairs, field trips to local businesses, job shadowing, mentoring in capstone programs, and internships for students and externships for staff. 2. Increase communication with local business partners; discuss alignment of program around the needs of the industry. 3. Reach out to Mid-Plains Community College and military partners, providing student alternative options in a variety of career areas. 	<p>Communication:</p> <p>Consortium member school districts will develop, enhance and implement a career development program in each school that emphasizes the elements of student self-awareness of job readiness, career exploration, career planning, and an organized system of delivery to all students on an on-going basis.</p>

	Reach out to community colleges and military partners, providing student alternative options in a variety of career areas.	
Local Workforce Alignment	<ol style="list-style-type: none"> 1. Formalize a procedure to assess the information in the H3 and regional data reports and how they align to programs being offered in the schools. <ol style="list-style-type: none"> a. Structure a process that provides an alignment of curricular offerings with the needs of the workforce. <ul style="list-style-type: none"> ✓ Develop/enhance advisory board/committees to strengthen collaboration between educators, business/industry professionals, and post-secondary representatives. ✓ Ensure accurate reposting of class offerings. 2. Continue to develop partnerships with local/regional business professionals and post-secondary partners to address work-based learning experiences. <ul style="list-style-type: none"> ✓ Provide work-based experiences: guest speakers, field trips, job shadowing, mentoring, internships, and apprenticeships. ✓ Enhance advisory boards/committees to include educators, business/industry professionals, counselors, and post-secondary representatives. 3. Provide workforce/vocational experiences that are specifically aligned to career opportunities for all students. 	<p>Focus on opportunities for students with specific needs and disabilities.</p> <p>Consortium schools will work to align local course offerings and local CTE programs to Nebraska Career Education Approved Programs of Study based on regional workforce needs.</p> <p>Consortium schools will develop, expand, and enhance business and industry relationships in order to expand internship, apprenticeship, and job shadow opportunities for students</p>
Size, Scope, & Quality and Implementing CTE Programs of Study	<ol style="list-style-type: none"> 1. Work with business and industry to upgrade equipment to meet industry standards; provide professional training for CTE faculty on new equipment. <ul style="list-style-type: none"> ✓ Upgraded labs assist in retention of staff and enrollment of students. ✓ Find adequate space for new equipment; prevent placing programs in rooms that do not accommodate the career area. 2. Develop standard-aligned curriculum across all areas. <ul style="list-style-type: none"> ✓ Eliminate courses that is not integral to a program of study due to limited staff; class offerings are critical. ✓ Provide professional development for counselors to understand connection of CTE with the workplace. 	<p>Continue to encourage conference attendance for both CTE teachers and counselors.</p> <p>Consortium schools will design and Implement approved Programs of Study that are equitable, relevant, coordinated, and innovative.</p> <p>Consortium schools will purchase industry grade equipment which will advance CTE programs in new technologies, computers and manufacturing.</p> <p>Consortium schools will examine work-place opportunities and community college academic</p>

		alignment to H3 careers in the region.
Student Performance Data	<ol style="list-style-type: none"> Promote CTE programs to all students with an emphasis on special populations. <ul style="list-style-type: none"> ✓ Recognizing the void in specific career fields, highlight career programs to non-traditional students. ✓ Update labs and technology corresponds to increase interest in career programs, boosting enrollment in CTE courses. ✓ Update CTE equipment to meet industry standards. Encourage all staff to be more aware of where CTE programs are heading in the future and the opportunities that these programs offer to all students. <ol style="list-style-type: none"> Increase awareness of CTE career options with counselors. 	<p>Align academic core classes with CTE classes; accentuate mathematics and reading readiness.</p> <p>Consortium schools will use assessment data to continue to better understand and improve gaps presented in the data.</p> <p>Consortium schools will improve awareness to available careers in CTE fields amongst secondary and post-secondary students.</p> <p>Consortium schools will improve marketing, exposure, recruitment and outreach to students to enhance their understanding of CTE, with a focus on equity and access for special populations.</p> <p>By analyzing the data, goals will be developed to address particular needs that arise out of the data analysis.</p>
Recruitment, Retention, and Training of Faculty and Staff	<ol style="list-style-type: none"> Reinforce the importance of administrative support with hiring and retaining of teachers; support of building administration creates a sense of belonging to all staff members. <ul style="list-style-type: none"> ✓ Develop a process for recruitment and retention of new staff. ✓ Explore incentive programs: externships for CTE teachers with business partners; extended contracts for teachers who are working with student interns or special CTE programs; extra-duty pay for teachers who supervise CTSO's; tuition reimbursement for continuing education. ✓ Manage the size of CTE classes and consider project-based learning and utilization of machinery. ✓ Renovate existing spaces with improved technology. Provide professional development opportunity for "like minded" colleagues to collaborate on course direction and needs. <ul style="list-style-type: none"> ✓ Provide mentors for new staff, fostering collaboration and support. 	<p>Foster professional development opportunities with community partners: develop a working advisory board that provides guidance on equipment purchases, curriculum alignment; and building/program advocacy.</p> <p>Consortium schools will recruit high quality teachers, specialists, and support staff</p> <p>Provide ongoing professional learning and support to all staff for the purpose of building capacity to be effective, reduce turnover, and ensure student success.</p>

	<ul style="list-style-type: none"> ✓ Allow time for collaboration with middle level teachers to assist in providing pathways to high school programs. 	
Work-Based Learning	<ol style="list-style-type: none"> 1. Form a working advisory board for collaboration between teachers and business professionals. <ul style="list-style-type: none"> ✓ Establish what is needed in the schools in relationship to WBL experiences: guest speakers, fieldtrips/business tours, job shadowing experiences for students/staff, mentoring assistance for capstone programs, internships for students, externships for staff. ✓ Acquire business liability policy when working with students. ✓ Refer to the internship guide when working with businesses for workplace experiences. ✓ Request town leaders or chambers to support school's efforts with work-based learning experiences. 2. Assist in transportation issues; small towns may not have businesses that can provide WBL opportunities. 3. Write curriculum for a capstone program for all career programs. <ul style="list-style-type: none"> ✓ Elicit assistance from local businesses for authentic projects for students. <p>Request businesses to provide mentors to work with teams on capstone projects.</p>	<p>Request businesses to provide mentors to work with teams on capstone projects.</p> <p>Consortium schools will collaborate with other districts to understand a model that is working in small communities to create work-based learning opportunities for students.</p> <p>Consortium schools will increase work-based learning opportunities.</p> <p>Consortium schools will develop advisory boards to help define curriculum for use in the classroom that is industry specific.</p>



Helpful Tip

When developing goals, make sure they are SMART: Specific, Measurable, Attainable, Relevant, and Time Bound. This way, there will be sufficient detail related to how you will go about making change and use your federal Perkins V funds to improve CTE programming. More information about setting SMART goals can be found at:

<http://bit.ly/SmartCTEGoals>.

Section 2: Narrative Descriptions

Instructions: For all six elements, answer each of the following questions based on the outcomes of the reVISION process and the consortium's overall goals. You'll be asked to prioritize the action steps developed for each year of the Local Perkins Application. Utilize the findings of both the local and regional CTE assessments.

Element 1: Career Development

Context: Each Nebraska learner deserves the opportunity to discover how their own skills fit into workplaces, to explore and learn about career options, and receive guidance in how to plan for successful transitions to their career. Students receive these opportunities through learning skills in a Career Development program which includes: 1. Self-Awareness, 2. Career Exploration, and 3. Career Planning. Students should have access to a career development program throughout their education to prepare for enrollment in CTE and while participating in CTE programs.

1. **Describe how, in collaboration with education and workforce partners (i.e. local workforce development boards, one-stop delivery systems, local workforce agencies, etc.) your consortium will support districts in ensuring each student is provided with:**
 - a) **Self-awareness: self-knowledge of one's own attainment of NE career readiness standards, academic standards, and technical skills;**
 - b) **Career exploration: understanding and skills to find valid information about occupations, CTE options for middle school, high school, and postsecondary education and training for career goals; labor market information for high-wage, high-skill, and high-demand (H3) occupations as determined through the reVISION process, and opportunities for work-based learning to demonstrate skills;**
 - c) **Career planning: understanding and skills to choose, apply, and finance relevant postsecondary options for career goals, and develop job search skills such as interviewing, application and resume writing, portfolio development, professional networking, etc.; and**
 - d) **An organized system of delivery to implement career development content with career and academic advising to students on an on-going basis (before enrolling and while participating in CTE programs).**

RESPONSE:

Consortium school staff will continue to support students by enhancing their skills through professional development opportunities. SW will facilitate teacher collaboration sessions with CTE teachers and school counselors. The collaboration at these sessions will help teachers and counselors to identify areas of on-going development of collaboration between CTE staff, school counselors, and other school staff members. These sessions will be virtual sessions and be facilitated by SW Superintendents. We will also invite NDE specialists to help in the delivery of content. We will also invite business leaders in related fields to help in the discussion and delivery of material.

SW Consortium school staff will be encouraged to attend regional, state, or national career education conferences to enhance CTE teaching skills through expanded use of technology and curriculum.

Finally, consortium schools will be supported to organize community engagement meetings with local businesses to explore opportunities for students in relation to career fairs, job shadows, internships, and other work-based learning opportunities.

- 2. In each district's Local and Regional CTE Assessments, action steps were identified that might be used to improve student understanding of career pathways. First, write the consortium's overarching goal(s) for this element in the space provided. Then list, in priority order, the action steps identified related to Career Development your consortium will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.**

Consortium Goal(s) for Career Development:

(Copy and paste from the reVISION Summary)

Prioritized Action Steps for Career Development:

Program Year	Action Steps <i>(What are you going to do to achieve your goal?)</i>
Year 1: 2020-2021	SW Consortium will hold Virtual teacher collaboration times for each career field area with a focus on workforce alignment and career development. Provide funding for teachers to time to be active in these professional development opportunities at regional, state or national level to support career development. Organize and facilitate local community engagement meetings with regional businesses and industries that support consortium schools.

<p>Year 2: 2021-2022</p>	<p>SW Consortium will hold Virtual teacher collaboration times for each career field area with a focus on workforce alignment and career development.</p> <p>Provide funding for teachers to time to be active in these professional development opportunities at regional, state or national level to support career development.</p> <p>Continue local community engagement meetings with regional businesses and industries that support consortium schools</p>
<p>Year 3: 2022-2023</p>	<p>SW Consortium will hold Virtual teacher collaboration times for each career field area with a focus on workforce alignment and career development.</p> <p>Provide funding for teachers to time to be active in these professional development opportunities at regional, state or national level to support career development.</p> <p>Help local community engagement meetings with regional businesses and industries that support consortium schools</p>
<p>Year 4: 2023-2024</p>	<p>SW Consortium will hold Virtual teacher collaboration times for each career field area with a focus on workforce alignment and career development.</p> <p>Provide funding for teachers to time to be active in these professional development opportunities at regional, state or national level to support career development.</p> <p>Evaluate local community engagement meetings with regional businesses and industries that support consortium schools</p>

Element 2: Local Workforce Alignment

Context: Each Nebraska student participating in a CTE program should graduate with the skills and credentials necessary to continue their education and find employment in high-skill, high-wage, and high-demand (H3) occupations. In this section of the application, you will use the results of each district's local and regional CTE assessments to support districts in improving the alignment between educational programming and labor market needs.

3. How did the Local and Regional CTE Assessment results inform the selection of specific CTE programs and activities to be funded?

RESPONSE:

Based on the each school assessing their needs to help all students become aware of high-wage, and high demand H3 occupations. Emphasis will be on looking at those opportunities in our area to keep our students or bring them back after postsecondary graduation.

There was a consistent message that all schools in the consortium feel the need to improve their work-based learning program. There is a need to increase internship opportunities and job shadow experiences for students. This need can be addressed by increasing local and regional business relationships through lunch and learning type of activities.

4. Describe any new programs of study that will be explored and developed and submitted for approval based on the results of the Local and Regional CTE Assessment results.

RESPONSE:

Consortium schools will design and Implement state approved Programs of Study that are aligned to the regional workforce data identified in the regional meetings. Priority in funding supports will be given to the needs to provide the students with equipment/curriculum to meet these high skilled job opportunities.

5. How will students, including those from special populations, learn about their school’s CTE course offerings and whether each course is part of a CTE program of study? Be specific in regards to serving special populations based on the outcomes of the reVISION process.

RESPONSE:

Several of the SW consortium schools already have some type of advisory/homeroom career development program in place for all students. These advisory sessions are designed for teachers to assists students with career awareness, self-awareness and to help them organize their personalized learning plan. These advisory sessions are also designed to advise special populations in the development of their personalized learning plan and take part in CTE programs.

6. In each district’s Local and Regional CTE Assessments, action steps were identified that might be used to improve program alignment to local workforce development efforts and labor market information. First, write the consortium’s overarching goal(s) for this element in the space provided. Then list, in priority order, the action steps identified related to Local Workforce Alignment your consortium will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.

Consortium Goal(s) for Local Workforce Alignment:

(Copy and paste from the reVISION Summary)

SW Consortium schools will work to align local course offerings and local CTE programs to Nebraska Career Education Approved Programs of Study based on regional workforce needs.

SW Consortium schools will develop, expand, and enhance business and industry relationships in order to expand internship, apprenticeship, and job shadow opportunities for students.

Prioritized Action Steps for Local Workforce Alignment:

Program Year	Action Steps <i>(What are you going to do to achieve your goal?)</i>
--------------	---

<p>Year 1: 2020-2021</p>	<p>CTE collaboration days – sessions will be focused on regional H3 Reports and special population results and program data.</p> <p>Review regional meeting data for needs of H3 occupations.</p> <p>Continue discussions with local and regional business and industry through advisory council meetings to review regional labor market data, consortium programs of study alignment, and local business and industry support.</p>
<p>Year 2: 2021-2022</p>	<p>Expand work-based learning opportunities.</p> <p>Provide professional development to assist in aligning curriculum to H3 data.</p> <p>SW Consortium school districts will report to the Consortium Advisory committee on the number of workplace experience opportunities completed by their students</p>
<p>Year 3: 2022-2023</p>	<p>Continue to expand work-based learning opportunities and provide professional development for WBL Supervisors and CTE teachers..</p> <p>SW Consortium schools will continue to expand CTE program offerings to support their needs assessment and work to align curriculum to H3 occupation data. This data will be reviewed at CTE collaboration days as well as at the Advisory Committee meeting.</p>
<p>Year 4: 2023-2024</p>	<p>Continue to expand work-based learning opportunities and provide professional development for WBL Supervisors and CTE teachers..</p> <p>SW Consortium schools will continue to expand CTE program offerings to support their needs assessment and work to align curriculum to H3 occupation data. This data will be reviewed at CTE collaboration days as well as at the Advisory Committee meeting.</p>

Element 3: Size, Scope, & Quality and Implementing CTE Programs of Study

Context: Nebraska is committed to ensuring each student has access to high-quality CTE programming. Nebraska's [state model programs of study](#) are high-quality programs if implemented with fidelity (i.e. teaching at least 90% of each course's standards). They are based on labor market information, offer non-duplicative, sequential coursework, incorporate industry-validated and NDE approved standards, provide work-based learning experiences when applicable, include dual enrollment or early college programs, and lead to recognized postsecondary and industry credentials. Local programs of study may be developed and submitted for approval if determined necessary by the Local and Regional CTE Assessment results.

7. Describe the CTE course and program offerings that will be provided with Perkins funds, including not less than one state-approved program of study in each participating district. Justify these offerings with the local and regional CTE assessment results.

RESPONSE:

Based on SW consortium district local needs assessments, employment in high-skill, high-wage, and high-demand (H3) occupations will be explored. The consortium schools will continue to look at the regional H3 data to ensure regional workforce alignment within the career pathways.

Schools that have at least one state approved program of study will be provided Perkins financial support to achieve their goals to increase innovation. Priority will be given to, but not limited to employment in high-skill, high-wage, and high-demand (H3) occupations.

8. How will your consortium improve the academic and technical skills of students participating in CTE programs? This may include strengthening the academic and CTE components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE programs to ensure learning in the subjects that constitute a well-rounded education.

RESPONSE:

SW Consortium schools have been purchasing equipment with Perkins funds to update equipment to either keep their programs up to date with current industry standards or to allow students to do research and create projects that reflect what they have learned about their career choices. CTE staff will use professional development opportunities to continue to update their curriculum and programs of study to match requirements that are reflective of current career opportunities. We continue to research H3 careers and will work to provide opportunities for students to be better prepared to match those careers. It is a goal of our consortium to better prepare students to be college and career ready.

Several SW consortium schools expressed the need to update, upgrade, and purchase industrial grade equipment and remodel space to align to industry standards.

All consortium districts will be expected to have at least one state approved program of study in order to be eligible for equipment upgrades and professional development opportunities. Districts will complete a Perkins local need application that will include 1) connection to the local needs assessment, 2) connection to the SW Consortium virtual/meeting summary, 3) connection to H3 Report, 4) collaboration with local workforce partners. Applications that demonstrate the strongest connection to these criteria will be prioritized. Priority will be given to, but not limited to employment in high-skill, high-wage, and high-demand (H3) occupations.

9. Describe how districts within the consortium will provide CTE students with the opportunity to gain postsecondary credit while still attending high school, such as through dual or concurrent enrollment programs or early college high school, as applicable.

RESPONSE:

Mid-Plains Community College and other online courses all provide dual credit offerings in the following programs: Health Science, Automotive, Building Construction, Manufacturing, Business and Information Technology, Health Sciences, and Early Childhood Education.

Several schools are members of Pathways that provide multiple opportunities for postsecondary credit in Building Construction, Welding, CNA, EMT I and II, Med Aide, CDL, Education, and Computer Science while attending high school.

10. In each district's Local and Regional CTE Assessments, action steps were identified related to CTE program implementation (including size, scope, and quality) your consortium hopes to address over the next four years. First, write the consortium's overarching goal(s) for this element in the space provided. Then list, in priority order, the action steps identified related to Size, Scope, and Quality and Implementing CTE Programs and Programs of Study your consortium will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.

**Consortium Goal(s) for
Size, Scope, and Quality and Implementing CTE Programs of Study**
(Copy and paste from the reVISION Summary)

Consortium schools will purchase industry grade equipment which will advance CTE programs in new technologies, computers and manufacturing.

Consortium schools will examine work-place opportunities and community college academic alignment to H3 careers in the region.

Consortium schools will design and Implement state approved Programs of Study that are equitable, relevant, coordinated, and innovative.

**Prioritized Action Steps for
Size, Scope, and Quality and Implementing CTE Programs of Study:**

Program Year	Action Steps <i>(What are you going to do to achieve your goal?)</i>
Year 1: 2020-2021	<p>Consortium schools will work with local industry to provide recommendations for furnishing labs with industry grade equipment.</p> <p>Update labs and assist in making programs appealing to both staff and students.</p> <p>Districts will utilize regional community college career academy programs such as to expand their program of study and dual credit opportunities for students.</p> <p>Consortium schools will work together to evaluate current programs of study in their respective districts. They will do this examination through</p>

	collaboration during CTE collaboration time. Advisory Committee meetings and community engagement meetings organized by the Consortium.
Year 2: 2021-2022	<p>Consortium schools will design programs of studies that align with regional workforce needs.</p> <p>Districts will utilize regional community college career academy programs to expand their program of study and dual credit opportunities for students.</p> <p>Consortium schools will work with local industry to provide recommendations for furnishing labs with industry grade equipment.</p>
Year 3: 2022-2023	<p>Consortium schools will design programs of studies that align with regional workforce needs.</p> <p>Districts will utilize regional community college career academy programs to expand their program of study and dual credit opportunities for students.</p> <p>Consortium schools will work with local industry to provide recommendations for furnishing labs with industry grade equipment.</p>
Year 4: 2023-2024	<p>Consortium schools will design programs of studies that align with regional workforce needs.</p> <p>Districts will utilize regional community college career academy programs to expand their program of study and dual credit opportunities for students.</p> <p>Consortium schools will work with local industry to provide recommendations for furnishing labs with industry grade equipment.</p>

Element 4: Student Performance Data

Context: All students participating in CTE programs should attain academic, technical, and career readiness skill proficiency and transition into advanced education and training and employment. Throughout the Local and Regional CTE Assessments, each district reviewed student performance data on a set of federal performance indicators, identified root causes for programs and student populations that are substantially underperforming, and identified a set of action steps that that might be adopted to improve performance. To ensure and promote equitable access to CTE programs, recruitment materials, school counseling activities, and educational services offered to special populations should also be considered. In this section, you will review the high priority action steps identified at the program and student population levels to guide improvement.

The term “special populations” means-

- Individuals with disabilities;
- Individuals from economically disadvantaged families, including low income youth and adults;
- Individuals preparing for non-traditional fields;
- Single parents, including single pregnant women;
- Out-of-work-individuals;
- English learners;
- Individuals experiencing homelessness

11. Describe how the consortium will provide support to teachers so they will:

- a. Provide activities to prepare special populations for H3 sectors or occupations that will lead to self-sufficiency**
- b. Prepare CTE participants for non-traditional fields**
- c. Provide equal access for special populations to CTE courses, programs, and POS; and**
- d. Ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations**

RESPONSE:

- a.** Consortium school staff attend professional development activities provided by NDE/Community Colleges nearby in their particular career field. In these workshops, strategies will be identified to prepare special populations for H3 sectors or occupations.
- b.** Consortium schools desire to meet all Perkins Performance indicators through continued growth and preparation; especially focusing on placing students in non-traditional program areas. Emphasize opportunities for non-traditional students in specific career areas. These opportunities will be communicated to students through promotional materials to help educate and motivate special population subgroups to consider participating in CTE programs.
- c.** During the SW Consortium scheduled meetings, CTE staff will analyze the Perkins Data for special populations and work with area schools to identify ways to improve educational performance by special population groups and create support for these students.
- d.** Students of special populations will not be discriminated against on the basis of their status of special populations. Professional development opportunities through the CTE collaboration days will have sessions addressing this issue. Funds will also be allowed to be used for staff to attend conferences dealing with this issue to gain valuable information to assist them in dealing with students of special populations. (You can also insert the Schools' Nondiscrimination statement here.)

12. How will the consortium address disparities or gaps in performance? If no meaningful progress has been achieved prior to the third program year, describe the additional actions that will target individual schools to develop strategies to eliminate those disparities or gaps.

RESPONSE:

Performance data from each student group will be reviewed to ensure all students have equal access to CTE courses, programs, and Programs of Study. Each Consortium member school district has a non-discrimination policy that prohibits discrimination.

Professional development may be needed to appropriately review, analyze, and evaluate CTE program data.

13. In each district's Local and Regional CTE Assessments, action steps were identified to address any disparities in student performance data. First, write the consortium's overarching goal(s) for this element in the space provided. Then list, in priority order, the action steps identified related to Student Performance Data that your consortium will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.

Consortium Goal(s) for Student Performance Data:

(Copy and paste from the reVISION Summary)

- ✓ Consortium schools will use assessment data to improve educational performance gaps presented in the data.
- ✓ Consortium schools will improve student awareness to available careers in CTE fields.
- ✓ Consortium schools will improve marketing, exposure, recruitment and outreach to students to enhance their understanding of CTE, with a focus on equity and access for special populations.

Prioritized Action Steps for Student Performance Data:

Program Year	Action Steps (What are you going to do to achieve your goal?)
Year 1: 2020-2021	<ul style="list-style-type: none"> ✓ CTE teachers will meet to analyze student Perkins assessment data. As a result of this data analysis, goals will be developed to improve student educational performance. ✓ Consortium schools will work on and develop promotional materials to expose and recruit special populations into CTE programs.
Year 2: 2021-2022	<ul style="list-style-type: none"> ✓ CTE teachers will meet to compare last year's to this year's student Perkins assessment data. As a result of this data analysis, goals will be developed to improve student educational performance where there are gaps. ✓ SW Consortium in partnership with area business will host students to showcase the career to employment in high-skill, high-wage, and high-demand (H3) occupations.
Year 3: 2022-2023	<ul style="list-style-type: none"> ✓ CTE teachers will meet to compare last year's to this year's student Perkins assessment data. As a result of this data analysis, goals will be developed to improve student educational performance where there are gaps. ✓ Host regional career fairs for consortia districts to expose students to regional career opportunities in H3 occupations.
Year 4: 2023-2024	<ul style="list-style-type: none"> ✓ CTE teachers will meet to compare last year's to this year's student Perkins assessment data. As a result of this data analysis, goals will be developed to improve student educational performance where there are gaps. ✓ Host regional career fairs for consortia districts to expose students to regional career opportunities in H3 occupations and bring focus to non-traditional careers.

Element 5: Recruitment, Retention, and Training of Faculty and Staff

Context: Providing high-quality instruction is at the heart of what CTE educators do in Nebraska every day. To prepare educators, take stock of district approaches towards recruiting a knowledgeable and diverse workforce, support services offered in order to retain staff, and the professional development provided to improve their skillsets. In this section, you will use the results of each district's Local and Regional CTE Assessments to prioritize the action steps identified for supporting educators and providing quality instruction to every student.

14. Describe how your consortium will coordinate with the NDE and institutions of higher education to support the recruitment, preparation, retention, and training, including professional development, of teachers, faculty, administrators, and specialist instructional support personnel and paraprofessionals who meet applicable State certification and licensure requirements, including individuals from groups underrepresented in the teaching profession.

RESPONSE:

- ✓ Consortium schools will collaborate with neighboring districts to possibly utilize existing CTE instructors to expand their pathway offerings to students.
- ✓ Consortium schools will update needed equipment to support staff to build their programs and to create excitement to students. This will help to retain teachers within the districts.
- ✓ Consortium schools will reinforce participation in conferences where staff can advance their knowledge in new equipment and curriculum offerings to continue to meet industry standards in the career pathway.
- ✓ Consortium schools will foster relationships with businesses and industry to provide professional development with industry grade equipment and to create externships for teachers to better align their curriculum with workforce needs.

15. In each district's Local and Regional CTE Assessments, action steps were identified to address CTE educator recruitment, retention, and training and what your consortium hopes to address over the next four years. First, write the consortium's overarching goal(s) for this element in the space provided. Then list, in priority order, the action steps identified related to Recruitment, Retention, and Training of Faculty and Staff that your consortium will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.

Consortium Goal(s) for the Recruitment, Retention, and Training of Faculty and Staff

(Copy and paste from the reVISION Summary)

- ✓ Consortium schools will recruit high quality teachers, specialists, and support staff
- ✓ Provide ongoing professional learning and support to all staff for the purpose of building capacity to be effective, reduce turnover, and ensure student success.

**Prioritized Action Steps for
the Recruitment, Retention, and Training of Faculty and Staff:**

Program Year	Action Steps (What are you going to do to achieve your goal?)
Year 1: 2020-2021	<ul style="list-style-type: none"> ✓ Provide funding for CTE teachers to attend local, state, and national conferences that will support their career field content area. ✓ Work with business and industry to create externship opportunities for teachers. ✓ Provide funding to districts to purchase new equipment, curriculum resources, or resources needed to develop new courses or expand

	current courses in a state approved program of study to meet regional workforce needs.
Year 2: 2021-2022	<ul style="list-style-type: none"> ✓ Provide funding for CTE teachers to attend local, state, and national conferences that will support their career field content area. ✓ Expand externship opportunities for teachers. ✓ Provide funding to districts to purchase new equipment, curriculum resources, or resources needed to develop new courses or expand current courses in a state approved program of study to meet regional workforce needs.
Year 3: 2022-2023	<ul style="list-style-type: none"> ✓ Provide funding for CTE teachers to attend local, state, and national conferences that will support their career field content area. ✓ Expand externship opportunities for teachers showcasing career pathway occupations from their career field in other industries. ✓ Provide funding to districts to purchase new equipment, curriculum resources, or resources needed to develop new courses or expand current courses in a state approved program of study to meet regional workforce needs.
Year 4: 2023-2024	<ul style="list-style-type: none"> ✓ Provide funding for CTE teachers to attend local, state, and national conferences that will support their career field content area. ✓ Provide funding to districts to purchase new equipment, curriculum resources, or resources needed to develop new courses or expand current courses in a state approved program of study to meet regional workforce needs. ✓ Continue to assist districts making business and industry connections to offer externship opportunities for teachers.

Element 6: Work-based Learning

Context: Work-based learning strategies connect learners with employers to prepare them for success in an ever-changing workplace. Work-based learning is a planned program of meaningful experiences related to the career interests of a learner that enable him or her to acquire knowledge and skills in a real or simulated work setting. It requires strong partnerships between schools, colleges, and local employers. Work-based learning is learning through work, not learning about work. Nebraska will evaluate the quality of CTE programs, in part, by the percentage of CTE concentrators who participate in high-quality work-based learning experiences. Additional information about Nebraska's work-based learning strategies can be found here: <https://www.education.ne.gov/workplace-experiences/phase-3-work-based-learning-strategies-overview/>.

16. Describe the WBL opportunities provided to CTE students in your consortium and how you will work with businesses and employers to develop or expand WBL opportunities, as applicable.

RESPONSE:

WBL opportunities are worked into curriculum structure at each SW consortium school. The SW Consortium Schools will work with each other in sharing ideas to help them make business contacts and develop relationships, develop WBL opportunities with the businesses based on the programs of study offered, and assist the local districts. SW Consortium will provide professional development opportunities for local districts to develop and implement their Work Based Learning programs.

17. In each district's Local and Regional CTE Assessments, action steps were identified related to work-based learning. First, write the consortium's overarching goal(s) for this element in the space provided. Then list, in priority order, the action steps identified related to Work-based Learning that your consortium will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.

Consortium Goal(s) for Work-based Learning:

(Copy and paste from the reVISION Summary)

- ✓ Consortium schools will collaborate with other districts to understand a model that is working in small communities to create work-based learning opportunities for students.
- ✓ Consortium schools will increase work-based learning opportunities.
- ✓ Consortium schools will develop advisory boards to help define curriculum for use in the classroom that is aligned to workforce needs.

Prioritized Action Steps for Work-based Learning:

Program Year	Action Steps (What are you going to do to achieve your goal?)
Year 1: 2020-2021	<ul style="list-style-type: none"> ✓ Provide professional development opportunities for local districts to develop and implement their Work Based Learning programs. ✓ Consortium schools will begin making connections with local businesses to identify WBL opportunities for students. ✓ Each consortium school will have WBL opportunities.
Year 2: 2021-2022	<ul style="list-style-type: none"> ✓ Provide professional development opportunities for local districts to learn best practices for their Work Based Learning programs. ✓ Consortium schools will expand connections with local businesses for WBL opportunities for students. ✓ Each consortium school will increase the number of WBL placements.
Year 3: 2022-2023	<ul style="list-style-type: none"> ✓ Provide professional development opportunities for local districts to develop and implement their Work Based Learning programs. ✓ Consortium schools will continue to build relationships with local businesses to provide WBL opportunities for students. ✓ Each consortium school will increase the percentage of CTE Concentrators participating in a WBL experience.
Year 4: 2023-2024	<ul style="list-style-type: none"> ✓ Provide professional development opportunities for local districts to develop and implement their Work Based Learning programs. ✓ Consortium schools will continue to build relationships with local businesses to provide WBL opportunities for students. ✓ Each consortium school will increase the percentage of those participating in a WBL experience.

Ensuring Equitable Access

18. How was improving the access to and success in CTE programs for each student, especially those who are members of a special population, examined and considered throughout the development of your goals for all six elements?

RESPONSE:

Consortium schools examined course offerings and enrollment by student populations in their respective CTE programs. Each school stated that they do not limit enrollment in CTE programs by special populations and that they will continue to analyze special population data in CTE programs to close the gaps in educational performance.

Schools will continue to recruit students in special populations to enroll in CTE programs and work with school counselors, core teachers, and CTE teachers to talk to all students including those in special populations about enrolling in CTE programs.

Consortium schools will purchase new and innovative equipment for state approved CTE programs. This will ensure quality industry equipment and equitable access to students in CTE. This will also help to attract special populations to participate in quality CTE programs.

All students will be encouraged to and have the opportunity to participate in workplace experience continuum opportunities from exploring pathways and occupations to participating in job shadow opportunities to participating in internships and eventually apprenticeships. The success of these experiences will be evaluated annually at CTE collaboration days and advisory committee meetings

Stakeholder Engagement and Consultation

Eligible recipients are required to engage a broad range of stakeholders who represent CTE and core academic areas, school counselors, special education, advisement professionals and academic counselors, administrators, instructional support professionals, parents and students, special populations (gender, race, ethnicity, migrant status, disability, economically disadvantaged, nontraditional, single parent, pregnant women, out of work individuals, English learners, homeless, foster care, active duty military, corrections), postsecondary CTE faculty, local workforce development, regional economic development, local business and industry, Indian Tribes and Tribal Organizations, and youth corrections, as applicable, in the development of the Local Perkins Application.

Evidence of this can be provided in several ways:

- 1. Upload a completed copy of your stakeholder verification worksheet(s) provided in the reVISION Resource Manual and include a description of how you will continue to engage these stakeholder groups throughout the duration of the Application (2020-2024); or**
- 2. Detail the membership of an Advisory Committee that meets regularly to provide counsel, direction, and assistance to CTE programs. Include meeting dates, a sample agenda, and a description of the engagement that will take place throughout the duration of the Application (2020-2024). Membership should include representation from the above mentioned stakeholder groups, as applicable; or**
- 3. Describe in detail how efforts were made to engage each of the required stakeholder groups throughout the development of this Local Perkins Application and how your consortium will continue to meaningfully engage them throughout the duration of the Application (2020-2024).**

It is recommended existing structures and means for engaging stakeholders that local districts and consortia no doubt already have in place are utilized as a starting point.

RESPONSE:

Consortium schools were all responsible for completing their reVISION process. Through that process, they engaged their administration, special education teachers, CTE teachers, core education teachers and members of local business and industry. Consortium schools also attended regional community engagement meetings facilitated by the Nebraska Department of Education. Data from these different phases of the reVISION process were used to write this plan.

Going forward, an Advisory Committee composed of either School Superintendents or School Principals, business and industry partners, and CTE teachers will be responsible for the direction and advisement of the Perkins grant activities. Their efforts will be supported by data gathered from the community engagement meetings outlined previously in the application.

Section 3: Annual Budget Worksheets

The next step will be completed each year through 2024 and is based on the above four-year Local Perkins Application.

Based on the Action Steps identified for each element for the program years 2020-2024, detail your budget request **for the upcoming program year** using the budget template provided. List all direct costs associated with the implementation of the proposed activities/action steps that are allowable and justified. Provide explicit detail (e.g. if you plan to use funds to attend a national conference, the name and date of the conference along with all associated costs must be listed if known; if you plan to purchase a piece of equipment, list the name, model, and price). Add/remove rows as needed.

Allowable uses of funds: All grant funds must adhere to the Perkins Guidelines for use of Federal Perkins Funds as defined in the Nebraska Perkins Management Guide. In particular, no consumable items, furniture, or items that become part of a permanent structure may be purchased. Please visit <https://cdn.education.ne.gov/wp-content/uploads/2019/04/NonAllowableUseofFunds.pdf> for additional information related to allowable uses of funds. **As a reminder, only those activities that directly align with the outcomes of the reVISION process (as detailed in the Local Perkins Application) may be eligible for Perkins funding.**

Non-allowable uses of funds: Perkins grant funds may not be spent on costs associated with writing the application, consumable items, whole-school improvement efforts not directly related to CTE programs, professional development not directly related to needed changes identified in the reVISION process, direct assistance to students (i.e. subscriptions or single-use licenses), or students below grade five. Perkins funds cannot be used to supplant funds. Carefully review the non-allowable uses of funds document found under the Perkins Management Guide link noted above.

[Click here for the Annual Perkins Budget Worksheet Template](#)



Helpful Tip

When writing your action steps and developing your budget, remember there are some activities that require no funds, some that are being addressed by existing programs and initiatives within a school, college, or program, and still others that will require funds outside of the Perkins grant.

Southwest NE Consortium- Advisor Board

CC-Chase County, MV-Medicine Valley,
SW-Southwest, WP-Waunita-Palisade

Jason Speck	Chase County Schools	jspeck@chasecountyschools.org	FFA Sponsor and Ag Teacher involved with career development
Sheryl Curtis	Chase County Schools	scurtis@chasecountyschools.org	FCCLA Sponsor and FCS Teacher involved with career developments
Jeff Gleisberg	Chase County Schools	jgleisberg@chasecountyschools.org	Industrial Arts and Construction out of building projects
Sandy O'Neil	Chase County Schools	soneil@chasecountyschools.org	CTE Instructor/FBLA Sponsor
Trent Herbert, Counselor	Chase County Schools	therbert@chasecountyschools.org	Works with students on career related options and academic counseling
Janet Rippe	Bartley, NE		Ag Parent
Jon Lechtenburg	Imperial, NE	jonlechtenburg@gmail.com	Former Ag/FAA Teacher; Now Ag businessman in Imperial, NE
Mike Sorensen	Chase County Schools	msorensen@chasecountyschools.org	Works with counselor and teachers on course offerings
Adam Lambert	Chase County Schools	adamlambert@chasecountyschools.org	Superintendent
Carol Hess	Chase County Schools	chess@chasecountyschools.org	Special Populations Instructor/SPED
April Lambert	Chase County Schools	alambert@chasecountyschools.org	Curriculum/ELL
Tyler Pribbeno	Imperial, NE	econdev@imperial-ne.com	Economic Development Director Imperial, NE
Michelle Spady	Imperial, NE		Pinnacle Bank Officer

Crenda McConville	Bartley, NE		Area Ag employee/parent
Jerrod Burke	Medicine Valley Jr./Sr. High School	jburke@medvalley.org	Industrial Technology Instructor
Suzanne Martiin	Medicine Valley Jr./Sr. High School	smartin@medvalley.org	Family & Consumer Science Instructor/FCCLA Advisor
Tonya Mortensen	Medicine Valley Jr./Sr. High School	tonya.mortensen@medvalley.org	Vocational Agriculture Instructor/FFA Advisor
Shari Goodenberger, K-12 Guidance Counselor	Medicine Valley Public Schools	sgoodenberger@medvalley.org	Assists students with career related options and/or academic counseling
Alan Garey	Medicine Valley Public Schools	agarey@medvalley.org	Superintendent
Steve Osborn, K-12 Principal	Medicine Valley Public Schools	sosborn1@medvalley.org	Assists counselor and/o instructors with course offerings
Les Roggenkamp	Southwest Public Schools	les.roggenkamp@swpschools.org	FFA Sponsor and Ag Teacher involved with career pathways
Sara Calvert	Southwest Public Schools	Sara.calvert@swpschools.org	Business, FBLA sponsor and involved with career pathways
Todd Porter	Southwest Public Schools	todd.porter@swpschools.org	Superintendent
Jordan Lewis, Counselor	Southwest Public School	jordan.lewis@swpschools.org	Works with students on career related options and academic counseling
Matt Springer	Southwest Public Schools	Matt.springer@swpschools.org	Works with counselor and teachers on course offerings
June Porter	Southwest Public Schools	June.porter@swpschools.org	Works with special needs students with transition needs
Randy Geier	Waunita-Palisade Public School	rgeier@wpbronzos.net	Superintendent
Joseph Frecks	Waunita-Palisade Public School	jfrecks@wpbronzos.net	Principal
Rod Gaston	Waunita-Palisade Public School	rgaston@wpbronzos.net	Assist Principal & STS Teacher
Teresa Hayes	Waunita-Palisade Public School	thayes@wpbronzos.net	STS Teacher
Danny Schluckebier	Waunita-Palisade Public School	dschluckebier@wpbronzos.net	STS Teacher
Betsy Johanson	Waunita-Palisade Public School	bjohanson@wpbronzos.net	School Counselor